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AUTHOR	Reppert, James E.
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ABSTRACT

Interactive courseware applications are becoming more prevalent as instructional tools in the communication classroom. Prometheus, developed by George Washington University, allows instructors to post syllabi, course outlines, lecture notes, and tests online, in addition to giving students access to discussions and chat sessions. Other popular courseware applications are Blackboard and Web CR. How can each be used to improve instruction and student comprehension of course material? This paper discusses one broadcast journalism professor's experiences with Web courseware during the 2000/2001 academic year. The paper notes that the professor's school, Southern Arkansas University (SAU), has a limited selection of specific Internet courses, and that its faculty use Prometheus software to construct Web-based syllabi that can only be accessed at the University Internet site through "Campus Pipeline." It states that the professor wanted to make his syllabi as detailed as possible, and also wanted to add unique items not available on most SAU syllabi, including current prices for new and used textbooks at the University's bookstore. According to the paper, using Prometheus allowed the author to create a syllabus template for future courses, although creating the template proved to be extremely challenging. Five spring 2000 broadcast journalism course syllabi constructed by the author on Prometheus comprise the majority of the paper. (RS)

ED 455 551

Kentucky Communication Association/Tennessee Communication Association Convention
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Gilbertsville, Kentucky

"Advancements in Curricular Design: Web-Assisted Courseware Applications in Mass Communication."

James E. Reppert
Department of Theatre and Mass Communication
Southern Arkansas University
P.O. Box 9229
Magnolia, Arkansas 71754-9229

Voice: (870) 235-4258
E-mail: jereppert@saumag.edu
Web site: saumag.edu

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CS 510 602

Interactive courseware applications are becoming more prevalent as instructional tools in the communication classroom. Prometheus, developed by George Washington University, allows instructors to post syllabi, course outlines, lecture notes and tests online, in addition to giving students access to discussions and chat sessions. Other popular courseware applications are Blackboard and Web CT. How can each be used to improve instruction and student comprehension of course material? Are there any drawbacks, such as software glitches or lack of institutional guidance through tutorials? I will discuss my teaching experiences with Web courseware over the past year. Five Spring 2001 broadcast journalism interactive course syllabi follow this paper.

My definition of "interactive" does not include online instruction, most notably offered by the University of Phoenix. Southern Arkansas University, located in Magnolia, has a limited selection of specific Internet courses. Its faculty use Prometheus software, developed by George Washington University, to construct Web-based syllabi that can only be accessed at the university

Internet site through "Campus Pipeline." Southern Arkansas University Tech, a two-year sister institution located in Camden, offers a number of general education Internet courses.

The Spring 2001 semester marked the second consecutive term that I had utilized Prometheus. It has countless advantages over my previous techniques of syllabus construction, course outlines, course bibliographies, and grading procedures. I distribute Prometheus course passwords and course ID numbers during the first day of class. Students log in using this procedure one time only for class registration purposes. Once this has been completed, students see a listing of their Prometheus courses. It should be noted that the implementation of Prometheus has been strongly encouraged by the SAU administration since the First Summer 2000 session, but is not a requirement for instruction.

Students clicking on to my Spring 2001 broadcast journalism syllabi found a wealth of information. While I had attended two Prometheus tutorials in Summer 2000, I taught myself to construct syllabi from data set aside for

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SAU at the George Washington University Internet site. I wanted to make my syllabi as detailed as possible without propelling students into information overload. At the same time, I added unique items not available on most SAU syllabi, including current prices for new and used textbooks at the university bookstore.

Using Prometheus allowed me to copy basic elements of a syllabus that would change little from one course to another. These features, some of which were institutionally or state-mandated, included **Instructor Data**, **Mission Statement**, **Instructor Comments**, **Class Attendance**, **Excused Absences of Students**, **Academic Integrity Policy**, and **Disability Support Services**. Syllabus features that were varied by course included **General Course Information**, **Reading Materials**, **Prerequisites**, **Catalog Description**, **Purpose/Objective**, **Grading Criteria**, **Major Student Assignments**, **Topics to be Emphasized**, **Teaching Strategies**, **Student Assessment/Evaluation**, and **Magale Library Course Bibliography**.

Obviously, constructing the first syllabus from which

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to create a template for future courses was extremely challenging, taking countless writing and editing sessions. Even so, this task was only the beginning. Why? Once a student has logged in to a course, he or she has options in addition to reading the syllabus. Options include **Course Outline**, **Projects**, **Grade Book**, **Messages**, **Discussions**, and **Chat**.

The **Course Outline** feature allows me to discuss in detail, with library E-Reserves if required, what will take place during each class period (45 each Fall semester, 47 each Spring semester, 19/20 each Summer session). I use **Projects** for specific requirements and dates for term papers, exams, and various broadcast production assignments.

The **Grade Book** feature is set so each student sees only his or her scores for assignments. I allocate extra credit in two ways. The first is for frequent use of Prometheus in checking a syllabus for information or research. The second assists with student use of SAU library facilities. To ensure a **Magale Library Course Bibliography** meets the needs of each course, students

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receive extra credit assisting me in gathering current books for research and writing purposes.

I have not used the **Messages**, **Discussions**, and **Chat** features as much as the others. The **Messages** feature lists all E-mail addresses of students in a particular course. If I need to send a **Broadcast** E-mail message, it goes to the entire class. Clicking on **Discussions** allows me to write and post a message at a course Internet site that all students can read. I do not envision using **Chat** very much. Some of my colleagues in the Department of English and Foreign Languages use it for group assignments, but usually at a time when an entire class can be seated in the Computer Commons. That approach is not feasible with my method of hands-on broadcast journalism instruction.

I have come to the realization that I will never be totally satisfied with my syllabus construction, interactive or otherwise. Each will always be a work in progress. Few of us possess absolute knowledge in our selected field. I always attempt to make the instructional experience one that will benefit my students over the long term. An ever-shaping dynamism in curricular approach is

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essential for lasting student comprehension and analysis of coursework in any academic discipline.

What follows are hard copies of my Spring 2001 Prometheus syllabi in BJ 2103/Television Production, BJ 2113/Broadcast Practicum, BJ 3013/Electronic News Gathering, BJ 3103/Broadcast News Writing, and BJ 4903/Senior Research Project.

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EDIT SYLLABUS EDIT READINGS

Broadcast Journalism 2103: Television Production (Spring Semester 2001)

General Course Information:
BJ 2103.1-S '01 Television Production
Section 1/ID 3090, TR 12:40-2:00 p.m.
Overstreet Hall, Room 122 (Tuesdays)
Business/Agribusiness Building, Room 110 (Thursdays)

Instructor Data:
James E. Reppert
Assistant Professor of Mass Communication, Director of Broadcast Journalism
Office Address: Department of Theatre and Mass Communication, Southern Arkansas University, P.O. Box 9229, Magnolia, AR 71754-9229
Telephone Number: (870) 235-4258
Fax Number: (870) 235-5005
Home Telephone Number: (870) 234-8633
Email: jereppert@saumag.edu
Office Hours: MTWRF 10:00-11:00 a.m. and 3:00-6:00 p.m. Some office hours, including weeknights and weekends, are in Overstreet 121/232 (video editing suites), Overstreet 220 (audio studios) or Business 110 (television studio).

Reading Materials:

Required

- Robert Hartwig, Basic TV Technology: Digital and Analog (3rd edition), Focal Press [ISBN 0-240-80417-1]. Current SAU Bookstore prices: $19.25 used; $24.95 new.

Web Related

- AFTRA - The American Federation of Television and Radio Artists is an 80,000 member union of professional actors, news broadcasters, announcers and vocalists.
- Assignment Editor - One of the most extensive newsgathering sites on the Internet.
- Broadcasting & Cable - Publication featuring numerous articles about the television industry.
- Crutchfield - Leading distributor of cutting-edge digital video equipment and accessories.
- Editor & Publisher - Media links to American and international radio and television stations.
- International Radio & Television Society - Organization for professionals, college students and faculty interested in broadcasting and cable management, sales or production.
- International Webcasting Association - Promotes technologies that allow delivery of multimedia on the Internet.
- Mass Communication Locator - Hundreds of links to professional media organizations and topics related to television.
- Term Paper Tutorial - Virginia Tech presents a systematic approach for researching and writing term papers.
- The SAU Report - Video Webcast of SAU student-produced interview program that is available to more than 50,000 cable television households in southwest Arkansas and northeast Texas.

Mission Statement:
This course will provide information and assignments that are in concert with the mission of Southern Arkansas University. The University believes its mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission it will support selected research. Further, the university believes in the worth of the individual and that it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society.

Prerequisites:
MCOM 1003/Introduction to Mass Communication.

Catalog Description:

Extensive practice in studio operation, including cameras, lighting, graphics, and control room techniques. Students produce, direct, videotape, and critique newscasts, interviews, and special events.

Purpose/Objective:

To instruct students in the fundamentals of studio television production, and as a result produce professional programming. Students have many opportunities to be in the 'hot seat' of live studio productions, with a rotation system used for flexibility of experiences. They must also understand television theory to fully appreciate the production process. As a result, students discover that quality television productions are the result of a coordinated effort of writers, producers, talent and production crew.

Grading Criteria:

There are a total of 100 points that can be earned from this course. Semester grades will be determined in the following manner: 90-100/A; 80-89/B; 70-79/C; 60-69/D; and 0-59/F.

Major Student Assignments/Click on PROJECTS:

Responsibilities include various writing and production tasks. One proficiency exam; two term papers; four lab assignments; individual semester lab performance; attendance/class participation. One term paper is five pages in length, typed, double-spaced, with a separate reference page. A second (in-class) term paper is composed in a Blue Book. Broadcast Journalism is a deadline-oriented profession. As a result, the instructor reserves the right to refuse late assignments.

Topics to be Emphasized:

Industry overview - 4 hours
Business and financial considerations - 4 hours
Examination of regional network affiliates and cable systems - 4 hours
Camera operation, mechanics and aesthetics - 4 hours
Lighting and audio applications in the SAU television studio - 4 hours
Functions of a production crew - 4 hours
Functions of a director - 4 hours
Digital video production (DVD, HDTV) - 4 hours
Broadband, streaming video, Webcasts - 4 hours
Writing television scripts - 4 hours
Student-produced television programs - 4 hours
Web research - 4 hours

Total instruction - 48 hours

Teaching Strategies:

Lecture
Lecture/discussion
Use of audio-visuals
Demonstration
Resource persons
Student participation
Videotapes

Student Assessment/Evaluation:

Demonstration
Term papers
Exhibits
Critiques
Projects
Videotapes

Instructor Comments:

There is no magic formula for academic success in this or any college course. Intellectual curiosity matters. Not being satisfied with mediocrity means taking additional time to rewrite or analytically hone assignments. However, that is only the beginning. Expanding one's knowledge of subject matter in any field is a lifelong process. Such dynamism can be enhanced through extensive use of SAU interactive course syllabi. Limitless research possibilities allow each student to pursue his or her academic potential. This type of work ethic is more conducive to long-term professional achievement.

Class Attendance:

Regular and punctual class attendance is expected from each student. If a student is absent from a class more than the equivalent of one week of instruction, those absences will be reported to the dean of

students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of WF (withdrawal with failure) will be given for the course.

Excused Absences of Students:
Students are required to notify the instructor of any absences they have for due cause. A student is responsible for notifying the instructor as soon as possible when the reason for the absence is known in advance. A student forfeits the right to make-up credit for failing to meet this requirement, though the instructor may, for good cause, choose to allow for make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

Academic Integrity Policy:
Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is assigned a failing grade in a course or a failing grade on a graded item and documentation is filed with the Office of the Vice President for Student Affairs.

Disability Support Services:
It is the policy of Southern Arkansas University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, located in Nelson Hall, room 203, telephone number (870) 235-4145.

Magale Library Course Bibliography:
Robin Andersen
Consumer Culture and TV Programming
Westview Press
[PN 1992.6 .A55 1995]

Samuel Becker/Clay Harshbarger
Television: Techniques for Planning and Performance
Henry Holt
[PN 1992 .5 B3.7]

Rudy Bretz
Techniques of Television Production
McGraw-Hill
[PN 1992 .75 B7.3]

Rudy Bretz/Edward Stasheff
Television Scripts for Staging and Study
A. A. Wyn
[PN 6072 B7]

James Carey
Media, Myths, and Narratives: Television and the Press
Sage
[PN 1992.15 .M43 1988]

Mary Cassata/Thomas Skill
Television: A Guide to the Literature
Oryx Press
[Z 7711 .C37 1985]

George Comstock
The Evolution of American Television
Sage

[PN 1992.3 .U5 C64 1969]

Elizabeth Grey
Behind the Scenes in a Film Studio
Roy
[PN 1995 .9 P7 H6 1968]

Robert Hilliard/Michael Keith
The Broadcast Century: A Biography of American Broadcasting
Focal Press
[PN 1990.6 .U5 H48 1992]

Robert Hilliard
Understanding Television
Hastings House
[PN 1992 .5 H5.4]

Richard Hubbell
Television: Programming & Production
Rinehart
[PN 1992 .5 H8 1950]

Peter Jones
The Technique of the Television Cameraman
Focal Press
[TR 882 J6]

Felicity Kinross
Television for the Teacher: A Guide to Closed Circuit Television
Hamish Hamilton
[LB 1044 .7 K5]

Allen Kirschner/Linda Kirschner
Radio and Television: Readings in the Mass Media
The Odyssey Press
[PN 1992 .3 .U5 K5]

Robert Kubey/Mihaly Csikszentmihalyi
Television and the Quality of Life: How Viewing Shapes Everyday Experience
Lawrence Erlbaum Associates
[HE 8700.65 .K82 1990]

Harry McMahan
Television Production
Hastings House
[PN 1992 .75 M2]

Gerald Millerson
Basic TV Staging
Focal Press
[PN 1992 .8 .S7 .M5 1974]

Mary O'Connell
Connections: Reflections on Sixty Years of Broadcasting
National Broadcasting Company
[PN 1992.2 .C6 1986]

John O'Connor
American History/American Television: Interpreting the Video Past
Frederick Ungar
[PN 1992 .3 .U5 A48 1983]

David Phillips/John Grogan/Earl Ryan
Introduction to Radio and Television
Ronald Press
[PN 1991 .5 P5]

Harry Skornia
Television and Society
McGraw-Hill
[PN 1992 .6 S5]

Anthony Smith
Television: An International History
Oxford University Press
[PN 1992.2 .T45 1995]

Edward Stasheff/Rudy Bretz
The Television Program: Its Direction and Production
Hill and Wang
[PN 1992 .5 S8 1968]

Coles Trapnell
Teleplay: An Introduction to Television Writing
Hawthorn Books
[PN 1992 .7 T7 1974]

James Walker/Douglas Ferguson
The Broadcast Television Industry
Allyn & Bacon
[PN 1992.3 .U5 W35 1998]

PROJECTS CREATE PROJECT EDIT PROJECT DELETE PROJECT ORDER PROJECTS

Projects

View the list of projects below.

Proficiency Exam, 10 points: Taken Thursday, February 8

File:

Notes: Competency level demonstrated in television studio camera operation and production crew responsibilities.

Term Paper 1, 10 points: Due Tuesday, March 6

File:

Notes: Local Television News Production - Compare and contrast the directing styles of two Little Rock or Shreveport local television newscasts. Evaluate similarities and differences in studio camera angles, shot composition, lighting, audio, graphics, anchor packages, pacing and scripting. Which newscast is preferred in term of overall directing philosophy, and why? Recording multiple newscasts on videotape for research and writing purposes is strongly recommended.

Term Paper 2, 10 points: In-Class Tuesday, May 8

File:

Notes: Television Sports Directing - A critical analysis of one or more televised events. This includes baseball, auto racing, basketball, track and field, tennis, bowling, rodeo, gymnastics, ice hockey, Arena football, NFL Europe, XFL, etc. How many cameras are used in the production? Where are they located? How does the director use cuts, dissolves, natural sound, lighting, graphics, music and camera movement to portray the action? What techniques are done well, what is subtle, and what is overkill? Recording multiple sporting events on videotape for research and writing purposes is strongly recommended. Composed in a Blue Book.

Lab Assignment 1 - Demonstrative Group Production, 10 points

File:

Notes: Produce a 4-5 minute program demonstrating some type of process or activity. Topics can be serious or humorous. Lab group members will serve as talent, camera operators and production crew. Coordination of information between each lab group during rehearsals and taping sessions will be stressed.

Lab Assignment 2 - "SAU News Brief", 10 points

File:

Notes: Each student will write, produce and anchor a 60 second news brief, consisting of four 15 second university-based stories. A minimum of one graphic is required for placement on the television studio document camera. Each story shall conform to a scripting format discussed in class, be written on separate pages and composed in active voice.

Lab Assignment 3 - "The SAU Report" (Student Issues Forum), 10 points

File:

Notes: Lab groups will produce and record 25 minute programs to be seen on cable television systems in southwest Arkansas and northeast Texas. Hosts and guests, in a panel discussion format, will address various items of interest to the SAU student community. Lab group members not appearing as talent will serve as camera operators and production crew.

Lab Assignment 4 - "The SAU Report" (Media Roundtable), 10 points

File:

Notes: Lab groups will produce and record a second set of 25 minute programs to be seen on cable television systems in southwest Arkansas and northeast Texas. Hosts and guests, in a panel discussion format, will constructively criticize how regional and national media (television, radio, newspapers, the Internet) report, write and interpret news. Lab group members not appearing as talent will serve as camera operators and production crew.

Individual Semester Lab Performance, 20 points

File:

Notes: Evaluation of the television studio work habits of each student as an on-camera performer, camera operator and production crew member.

Attendance/Class Participation, 10 points

File:

Notes: Individual effort at forwarding trenchant analyses of course issues and assisting peers with constructive criticism of assignments.

Spring Semester 2001 Total, 100 points

File:

Session 1
Thursday - January 18, 2001

Topic:
Introduction to Course

Class Plan:
Discuss Prometheus interactive syllabus - distribute Course Password and Course ID. Elaborate on specific requirements, instructional framework for the semester and due dates for assignments.

Session 2
Tuesday - January 23, 2001

Topic:
Textbook Readings; Magale Library Course Bibliography

Class Plan:
Examine specific materials in the Hartwig text that assist in gaining a greater understanding of digital and analog television technologies. Each student also turns in two books for extra credit dealing with Television Production (technique, biography, history, etc.). The remainder of class time will be spent logging students on to Prometheus and discussing how it will be used as an instructional resource.

Session 3
Thursday - January 25, 2001

Topic:
Lab 1 - Television Studio Primer

Class Plan:
Students (at predetermined lab times) are introduced to the Television Studio and Control Room, where graded projects and "The SAU Report" are recorded.

Session 4
Tuesday - January 30, 2001

Topic:
Videotape - Demonstrative Group Productions

Class Plan:
Selected demonstrations produced in Spring 1997 and Spring 2000 Television Production courses will be shown to provide examples of projects expected from each lab group. Thursday afternoon labs will be broken into four subgroups (12:30-1:15 and 1:15-2:00; 2:00-2:45 and 2:45-3:30) to ensure numerous hands-on and performance experiences for each student.

Session 5
Thursday - February 01, 2001

Topic:
Lab 2 - Camera Operator and Production Crew Member Responsibilities

Class Plan:
Each student will learn the fundamentals of operating studio cameras 1 and 2, including white balance, focus, zoom, pan, tilt, truck and dolly. Items will be placed on camera 3 (document camera at rear of studio) for practice. Production crew member responsibilities (camera operators and floor director) include proper use of wireless headsets, microphone placement, lighting, time cues and carrying out commands from the director.

Session 6
Tuesday - February 06, 2001

Topic:
Technological Innovations

Class Plan:
An evaluation of digital video technology, including DVD, HDTV, broadband, streaming video, and Webcasts. How are these innovations changing the face of analog television systems? What is the realistic impact of each on what we see, how television programs are produced, or consumer products we buy? Each student will use Web links on the Prometheus interactive syllabus to research and print out a news article or related information for class discussion.

Session 7
Thursday - February 08, 2001

Topic:
Lab 3 - Proficiency Exam

Class Plan:
Competency level demonstrated in television studio camera operation and production crew responsibilities.

Session 8
Tuesday - February 13, 2001

Topic:
Television as a Business

Class Plan:
The financial aspect of the television industry is as important as its production components. Each student will use Web links on the Prometheus interactive syllabus to research and print out a business-related television industry news article or related information for class discussion.

Session 9
Thursday - February 15, 2001

Topic:
Lab 4 - Rehearse Demonstrative Group Productions

Class Plan:
Each lab group will plot stage movements, microphone placements and overall camera operation for demonstrative projects. Rehearsals will be videotaped and evaluated to facilitate improvement.

Session 10
Tuesday - February 20, 2001

Topic:
Videotape - "SAU News Brief"

Class Plan:
View selected Spring 1999 and Spring 2000 student-produced news programs. Copies of previous news scripts and document camera graphics will be distributed for evaluation purposes.

Session 11
Thursday - February 22, 2001

Topic:
Lab 5 - Record Demonstrative Group Productions (Week 1)

Class Plan:
Lab groups produce and record graded projects. This will be followed by a videotape evaluation session with feedback and discussion of each production in the control room.

Session 12
Tuesday - February 27, 2001

Topic:
Television News Script Writing; Term Paper 1 Preview

Class Plan:
Additional background on the importance of concise, accurate, tight writing in television news. Also discuss progress on Term Paper 1 - Local Television News Production. Click on PROJECTS for additional information.

Session 13
Thursday - March 01, 2001

Topic:
Lab 6 - Record Demonstrative Group Productions (Week 2)

Class Plan:
Lab groups produce and record graded projects. This will be followed by a videotape evaluation session with feedback and discussion of each production in the control room.

Session 14
Tuesday - March 06, 2001

Topic:
Term Paper 1

Class Plan:
Local Television News Production - Discussion, analysis and constructive criticism of each term paper, turned in at the end of class.

Session 15
Thursday - March 08, 2001

Topic:
Lab 7 - Rehearse "SAU News Brief"

Class Plan:
Students in each lab group will bring practice television news copy with one document camera graphic for rehearsals. Proper on-camera attire and authoritative performance abilities will also be addressed.

Session 16
Tuesday - March 13, 2001

Topic:
Production, Programming and Syndication

Class Plan:
Producing television programs is an extremely expensive proposition. What is the process by which a television program is accepted or rejected by a network or syndicator? How do selection criteria differ when programming at the network, cable or affiliate levels? What is the role of a syndicator in the distribution of television programs being offered to network affiliates or cable networks? To enhance class discussion, students are encouraged to examine the Web site of NATPE, the National Association of Television Program Executives (natpe.org).

Session 17
Thursday - March 15, 2001

Topic:
Lab 8 - Record "SAU News Brief"

Class Plan:
Students in each lab group produce and record graded individual television news programs. This will be followed by a videotape evaluation session with feedback and discussion of each production in the control room.

Session 18
Tuesday - March 27, 2001

Topic:
Videotape - "The SAU Report" (Student Issues Forum)

Class Plan:
View one of four Student Issues Forum editions of "The SAU Report" produced by the Spring 2000 class. What types of questions are addressed to guests? How do hosts encourage intelligent conversation on subjects of interest to the SAU student community? Preliminary hosts and guests for each lab group will also be selected.

Session 19
Thursday - March 29, 2001

Topic:
Lab 9 - Technical Directing and Audio Engineering Responsibilities

Class Plan:
Students in each lab group will receive hands-on experience with television studio control room equipment. Techniques in directing, computer graphics, white balancing of cameras, and audio levels will be addressed.

Session 20
Tuesday - April 03, 2001

Topic:
Promotion Techniques

Class Plan:
Television networks and local affiliates utilize numerous strategies to promote entertainment programs, newscasts, regional events, and community service activities. Each student will research and discuss in class how Shreveport, Little Rock or Monroe network television affiliates use promotion techniques in one or more of the subject areas listed above. Information can be obtained by viewing television or from a station Web site.

Session 21
Thursday - April 05, 2001

Topic:
Lab 10 - Group Production Meetings

Class Plan:
Each lab group discusses potential questions and host/guest strategies for Student Issues Forum editions of "The SAU Report".

Session 22
Tuesday - April 10, 2001

Topic:
Targeted Demographics

Class Plan:
Why are demographics, particularly of young people, so valued by television executives? How does advertising play a role in this process? What types of television programs cater to specific demographic groups? With this in mind, consider how digital television innovations such as Sony "TiVo" or Microsoft "UltimateTV" have the potential to dramatically alter ratings, demographic appeals, and advertisements. For class discussion, students will use Prometheus broadcast publication Web links and Google.com to familiarize themselves with personal video recorders (PVRs) such as "TiVo" or "UltimateTV", in addition to targeted demographics.

Session 23
Thursday - April 12, 2001

Topic:
Lab 11 - Rehearse "The SAU Report" (Student Issues Forum)

Class Plan:
Each lab group will prepare for its respective Student Issues Forum edition of "The SAU Report". Particular emphasis will be paid to the writing of questions and follow-ups by hosts, responsiveness and conversationality of guests, proper on-camera attire, make-up, time cues, responsibilities of camera operators, and overall lab group cohesiveness.

Session 24
Tuesday - April 17, 2001

Topic:
Sales, Management, Traffic and Billing

Class Plan:
While production skills are obviously important in television, finances are vital to long-term industry success. What are the responsibilities of account executives? What traits are necessary in regional or national television management positions? How are traffic and billing defined? These subjects will be addressed, with students researching regional network affiliate Web sites for additional information regarding the business side of television.

Session 25
Thursday - April 19, 2001

Topic:
Lab 12 - Record "The SAU Report" (Student Issues Forum, Week 1)

Class Plan:
Two of four lab groups, 12:30-1:15 and 2:00-2:45, produce and record graded panel discussion programs. This will be followed by a videotape evaluation session with feedback and discussion of each production in the control room. Lab groups not recording will sit in the television studio and observe, as taping sessions take up two consecutive lab times.

NOTE: The 12:30-1:15 panel discussion will be viewed by the 1:15-2:00 lab group, and the 2:00-2:45 panel discussion will be viewed by the 2:45-3:30 lab group.

Session 26
Tuesday - April 24, 2001

Topic:
International Television

Class Plan:
Through satellite television and video Webcasts, other cultures can be observed more than ever. What international television programs are available in this country? Which American offerings are popular around the world? What types of business incentives are there for importing and exporting international television programs? How might the Internet, through video Webcasts, allow viewers a greater understanding of international tastes in news and entertainment? Students will use Web sites to find information pertaining to international television for class discussion.

Session 27
Thursday - April 26, 2001

Topic:
Lab 13 - Record "The SAU Report" (Student Issues Forum, Week 2)

Class Plan:
Two of four lab groups, 1:15-2:00 and 2:45-3:30, produce and record graded panel discussion programs. This will be followed by a videotape evaluation session with feedback and discussion of each production in the control room. Lab groups not recording will sit in the television studio and observe, as taping sessions take up two consecutive lab times.

NOTE: The 1:15-2:00 panel discussion will be viewed by the 12:30-1:15 lab group, and the 2:45-3:30 panel discussion will be viewed by the 2:00-2:45 lab group.

Session 28
Tuesday - May 01, 2001

Topic:
Forecasting the Future, "The SAU Report" (Media Roundtable), Term Paper 2 Preview

Class Plan:
How might the television industry look in a generation? What changes in technology, production, consumer items or business strategy are on the horizon? Class discussion will focus on student prognostications determined by research from Prometheus Web links, related readings and television viewing. Preliminary hosts and guests will also be selected (from consolidated lab groups) for two Media Roundtable editions of "The SAU Report". Discuss progress on Term Paper 2 - Television Sports Directing. Click on PROJECTS for additional information.

Session 29
Thursday - May 03, 2001

Topic:
Lab 14 - Rehearse "The SAU Report" (Media Roundtable)

Class Plan:
Four lab groups are consolidated into two for preparation and production of Media Roundtable editions of "The SAU Report". The 12:30-1:15 and 1:15-2:00 lab groups are combined, as are those meeting at 2:00-2:45 and 2:45-3:30. Particular emphasis will be paid to the writing of questions and follow-ups by hosts, responsiveness and conversationality of guests, proper on-camera attire, make-up, time cues, responsibilities of camera operators, and overall lab group cohesiveness.

Session 30
Tuesday - May 08, 2001

Topic:
Term Paper 2

Class Plan:
Television Sports Directing - Composed during class using a Blue Book.

Session 31
Thursday - May 10, 2001

Topic:
Lab 15 - Record "The SAU Report" (Media Roundtable)

Class Plan:
Two consolidated lab groups, 12:30-1:15/1:15-2:00 and 2:00-2:45/2:45-3:30, produce and record graded panel discussion programs. This will be followed by a videotape evaluation session of each production in the control room. Lab group members (neither talent nor production crew) will sit in the television studio and observe, as taping sessions take up two consecutive lab times. Final day of class.

EDIT SYLLABUS EDIT READINGS

Broadcast Journalism 2113: Broadcast Practicum (Spring Semester 2001)

General Course Information:
BJ 2113.1-S '01 Broadcast Practicum
Section 1/ID 3092, Meeting Days and Times To Be Announced
Overstreet Hall, Room 231

Instructor Data:
James E. Reppert
Assistant Professor of Mass Communication, Director of Broadcast Journalism
Office Address: Department of Theatre and Mass Communication, Southern Arkansas University, P.O. Box 9229, Magnolia, AR 71754-9229
Telephone Number: (870) 235-4258
Fax Number: (870) 235-5005
Home Telephone Number: (870) 234-8633
Email: jereppert@saumag.edu
Office Hours: MTWRF 10:00-11:00 a.m. and 3:00-6:00 p.m. Some office hours, including weeknights and weekends, are in Overstreet 121/232 (video editing suites), Overstreet 220 (audio studios) or Business 110 (television studio).

Reading Materials:

Required

- Broadcast Journalism Internet Materials (below).

Web Related

- Broadcasting & Cable - Publication featuring broadcast and new media articles that can be utilized for internship purposes.
- Career Builder - Information on finding the right internship, including resume, cover letter and interviewing tips.
- International Radio & Television Society - Organization for professionals, college students and faculty interested in broadcasting and cable management, sales or production.
- InternshipPrograms.com - Extensive database gets students seeking internships with employers offering them.
- JobWeb - National Association of Colleges and Employers present summer jobs, internships, fieldwork and postgraduate options.
- JournalismJobs.com - Internship and employment opportunities in most areas of mass communication.
- Magale Library - Various on-campus databases available for internship research.
- Mass Communication Locator - Various links to professional media organizations and mass communication topics.
- TVJobs.com - Numerous opportunities for internships at networks or regional affiliates.
- Washington Intern Foundation - Links to a variety of internships available in the nation's capitol.

Mission Statement:
This course will provide information and assignments that are in concert with the mission of Southern Arkansas University. The University believes its mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission it will support selected research. Further, the University believes in the worth of the individual and that it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society.

Prerequisites:
None.

Catalog Description:
Designed to give students hands-on experience in a commercial broadcast station. Students will be placed in cooperating stations where they will work under and be evaluated by professional staff.

Purpose/Objective:
Allowing a student who cannot immediately pursue a full-time internship the opportunity to work at a professional broadcast station or institutional setting emphasizing radio or television writing and production skills. A copy of student broadcast scripts, audition videotapes or audiocassettes can then be used as part of an application packet for entry-level positions in Broadcast Journalism or Mass Communication.

Grading Criteria:
There are a total of 100 points that can be earned from this course. Semester grades will be determined in the following manner: 90-100/A; 80-89/B; 70-79/C; 60-69/D; and 0-59/F.

Major Student Assignments/Click on PROJECTS:
Responsibilities include various production and writing tasks. Radio and television projects. Broadcast Journalism is a deadline-oriented profession. As a result, the instructor reserves the right to refuse late assignments.

Topics to be Emphasized:
Radio or television writing and production - 40 hours
Instructor critiques of student performance - 8 hours

Total instruction - 48 hours

Teaching Strategies:
Resource persons
Student participation
Videotapes
Audiocassettes

Student Assessment/Evaluation:
Demonstration
Exhibits
Critiques
Projects
Videotapes
Audiocassettes

Instructor Comments:
There is no magic formula for academic success in this or any college course. Intellectual curiosity matters. Not being satisfied with mediocrity means taking additional time to rewrite or analytically hone assignments. However, that is only the beginning. Expanding one's knowledge of subject matter in any field is a lifelong process. Such dynamism can be enhanced through extensive use of SAU interactive course syllabi. Limitless research possibilities allow each student to pursue his or her academic potential. This type of work ethic is more conducive to long-term professional achievement.

Class Attendance:
Regular and punctual class attendance is expected from each student. If a student is absent from a class more than the equivalent of one week of instruction, those absences will be reported to the dean of students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of WF (withdrawal with failure) will be given for the course.

Excused Absences of Students:
Students are required to notify the instructor of any absences they have for due cause. A student is responsible for notifying the instructor as soon as possible when the reason for the absence is known in advance. A student forfeits the right to make-up credit for failing to meet this requirement, though the instructor may, for good cause, choose to allow for make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

Academic Integrity Policy:
Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is

Office of the Vice President for Student Affairs.

Disability Support Services:

It is the policy of Southern Arkansas University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, located in Nelson Hall, room 203, telephone number (870) 235-4145.

PROJECTS CREATE PROJECT EDIT PROJECT DELETE PROJECT ORDER PROJECTS

Projects

View the list of projects below.

Individual Semester Lab Performance in Professional Setting, 50 points

File:

Notes: Student responsibilities and accomplishments of various broadcast assignments.

Compilation Broadcast Scripts, Videotapes or Audiocassettes, 50 points

File:

Notes: An assessment of student radio or television writing and production assignments. Do they qualify for placement in an application packet for entry-level vacancies at local or regional broadcast outlets?

Spring Semester 2001 Total, 100 points

File:

EDIT SYLLABUS EDIT READINGS

Broadcast Journalism 3013: Electronic News Gathering (Spring Semester 2001)

General Course Information:
BJ 3013.1-S '01 Electronic News Gathering
Section 1/ID 3091, TR 11:00 a.m.-12:20 p.m.
Overstreet Hall, Room 220

Instructor Data:
James E. Reppert
Assistant Professor of Mass Communication, Director of Broadcast Journalism
Office Address: Department of Theatre and Mass Communication, Southern Arkansas University, P.O. Box 9229, Magnolia, AR 71754-9229
Telephone Number: (870) 235-4258
Fax Number: (870) 235-5005
Home Telephone Number: (870) 234-8633
Email: jereppert@saumag.edu
Office Hours: MTWRF 10:00-11:00 a.m. and 3:00-6:00 p.m. Some office hours, including weeknights and weekends, are in Overstreet 121/232 (video editing suites), Overstreet 220 (audio studios) or Business 110 (television studio).

Reading Materials:
Required
- Broadcast Journalism Internet Materials (below).

Web Related
- Assignment Editor - One of the most extensive newsgathering sites on the Internet.
- Career Builder - Information on finding the right internship, including resume, cover letter and interviewing tips.
- Desktop Video - Reviews of video editing hardware and editors, as well as tutorials on video editing concepts.
- Editors.net - Provides daily news, feature stories and editorials about the art, technology and business of film and video editing.
- International Radio & Television Society - Organization for professionals, college students and faculty interested in broadcasting and cable management, sales or production.
- JournalismJobs.com - Internship and employment opportunities in most areas of mass communication.
- Video Editing Museum - A photographic tour with descriptions of video recorders and editing equipment from the 1950s to present day.
- Videography - Publication for video professionals including news and product reviews.
- Videomaker - Covers all aspects of video production, including articles and commentaries on techniques and products.
- The SAU Report - Video Webcast of SAU student-produced interview program that is available to more than 50,000 cable television households in southwest Arkansas and northeast Texas.

Mission Statement:
This course will provide information and assignments that are in concert with the mission of Southern Arkansas University. The University believes its mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission it will support selected research. Further, the University believes in the worth of the individual and that it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society.

Prerequisites:
BJ 2103/Television Production, PJ 2003/Basic News Writing.

Catalog Description:
Operate camcorders and VHS format videotape editing system. Mechanics and aesthetics of each are

stressed. Assignments include news stories, commercials, and public service announcements. Timing and scripting are also discussed.

Purpose/Objective:
Enabling students to produce professional quality television projects through use of field production and editing equipment, resulting in enhanced proficiency of video techniques. Other factors to be considered include editing skills, audio, lighting, timing, scripting and videography. Through practice work and graded assignments, besides students critiquing their own work and that of professionals in the field, they learn that electronic news gathering and editing skills are essential for careers in commercial or corporate television.

Grading Criteria:
There are a total of 100 points that can be earned from this course. Semester grades will be determined in the following manner: 90-100/A; 80-89/B; 70-79/C; 60-69/D; and 0-59/F.

Major Student Assignments/Click on PROJECTS:
Responsibilities include various writing and production tasks. One proficiency exam; two term papers; five lab assignments; individual semester lab performance; attendance/class participation. One term paper is five pages in length, typed, double-spaced, with a separate reference page. A second (in-class) term paper is composed in a Blue Book. Broadcast Journalism is a deadline-oriented profession. As a result, the instructor reserves the right to refuse late assignments.

Topics to be Emphasized:
Videography techniques - 4 hours
Natural sound, lighting for field production - 4 hours
Video editing mechanics and aesthetics - 4 hours
Video editing utilization of audio tracks and natural sound - 4 hours
Analog, digital cameras - 4 hours
Linear, nonlinear video editing systems - 4 hours
Video editing practice - 4 hours
Writing ENG scripts - 4 hours
Producing public service announcements - 4 hours
Producing commercials - 4 hours
Producing news stories - 4 hours
Web research - 4 hours

Total instruction - 48 hours

Teaching Strategies:
Lecture
Lecture/discussion
Use of audio-visuals
Demonstration
Resource persons
Student participation
Videotapes

Student Assessment/Evaluation:
Demonstration
Term papers
Exhibits
Critiques
Projects
Videotapes

Instructor Comments:
There is no magic formula for academic success in this or any college course. Intellectual curiosity matters. Not being satisfied with mediocrity means taking additional time to rewrite or analytically hone assignments. However, that is only the beginning. Expanding one's knowledge of subject matter in any field is a lifelong process. Such dynamism can be enhanced through extensive use of SAU interactive course syllabi. Limitless research possibilities allow each student to pursue his or her academic potential. This type of work ethic is more conducive to long-term professional achievement.

Class Attendance:
Regular and punctual class attendance is expected from each student. If a student is absent from a class more than the equivalent of one week of instruction, those absences will be reported to the dean of

students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of WF (withdrawal with failure) will be given for the course.

Excused Absences of Students:
Students are required to notify the instructor of any absences they have for due cause. A student is responsible for notifying the instructor as soon as possible when the reason for the absence is known in advance. A student forfeits the right to make-up credit for failing to meet this requirement, though the instructor may, for good cause, choose to allow for make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

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Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is assigned a failing grade in a course or a failing grade on a graded item and documentation is filed with the Office of the Vice President for Student Affairs.

Disability Support Services:
It is the policy of Southern Arkansas University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, located in Nelson Hall, room 203, telephone number (870) 235-4145.

Magale Library Course Bibliography:
Richard Adler
Understanding Television: Essays on Television as a Social and Cultural Force
Praeger
[PN 1992 .3 .U5 U5 1981]

Luc Baert/Luc Theunissen/Guido Vergult
Digital Audio and Compact Disc Technology
Newnes
[TK 7882 .C56 D53x 1992]

Sally Bedell
Up the Tube
The Viking Press
[PN 1992 .4 .S57 B4 1981]

Edward Bliss/James Hoyt
Writing News for Broadcast
Columbia University Press
[PN 4784 .B75 B55 1994]

Mervin Block
Writing Broadcast News
Bonus Books
[PN 4784 .B75 B56 1997]

George Comstock/Erica Scharrer
Television: What's On, Who's Watching and What it Means
Academic Press
[PN 1992.6 .C645 1999]

R. Serge Denisoff
Inside MTV
Transaction Publishers

[PN 1992.8 .M87 D4 1988]

Roderick Hart
Seducing America: How Television Charms the Modern Voter
Sage
[HE 8700.76 .U6 H37 1999]

Tomlinson Holman
Sound for Film and Television
Focal Press
[TK 7881.4 .H63 1997]

Nicholas Johnson
How to Talk Back to Your Television Set
Little, Brown
[PN 1992 .3 U5 J6]

Matthew Kerbel
If It Bleeds, It Leads
Westview Press
[PN 4784 .T4 K47 2000]

Kenneth Macgowan
Behind the Screen: The History and Techniques of the Motion Picture
Delacorte Press
[PN 1993 .5 A1 M2.8]

Gerald Millerson
TV Camera Operation
Focal Press
[TR 882 M5]

Norton Parker
Audiovisual Script Writing
Rutgers University Press
[PN 1996 P2.9]

Wolf Rilla
The Writer and the Screen: On Writing for Film and Television
W. H. Allen
[PN 1996 R5 1973]

Hunton Sellman
Essentials of Stage Lighting
Appleton-Century-Crofts
[PN 2091 E4 S4]

Anthony Smith
Television: An International History
Oxford University Press
[PN 1992.2 .T45 1995]

M. L. Stein
Your Career in Journalism
Julian Messner
[PN 4797 .S68 1978]

Harvey Sweet
Handbook of Scenery, Properties, and Lighting
Allyn & Bacon
[PN 2091 .S8 S86 1989]

Richard Taylor
Film Propaganda: Soviet Russia and Nazi Germany
Harper & Row
[PN 1995 .9 .P6 T39]

John Ullmann/Jan Colbert
The Reporter's Handbook: An Investigator's Guide to Documents and Techniques
St. Martin's Press
[PN 4781 .R38 1990]

Doug Underwood
When MBAs Rule the Newsroom
Columbia University Press
[PN 4734 .U63 1993]

Richard Veith
Visual Information Systems: The Power of Graphics and Video
G. K. Hall
[TK 7882 .I6 V445 1988]

James Walker/Douglas Ferguson
The Broadcast Television Industry
Allyn & Bacon
[PN 1992.3 .U5 W35 1998]

Max Wylie
Radio and Television Writing
Rinehart
[PN 1991 .7 W9 1950]

PROJECTS CREATE PROJECT EDIT PROJECT DELETE PROJECT ORDER PROJECTS

Projects

View the list of projects below.

Proficiency Exam, 10 points: Taken Thursday, February 15

File:

Notes: Competency level demonstrated in electronic news gathering procedures and videographic responsibilities.

Term Paper 1, 10 points: Due Thursday, March 15

File:

Notes: Local Television News Edited Packages - A critical analysis of one or more 6:00 p.m. Little Rock, Shreveport or Monroe network affiliate newscasts. Subjects to be critiqued include quality of videography, lighting, sound bites, visual metaphors of stand-ups, use of natural sound, script writing, editing by phrases or complete sentences, number of shots, running times of each story, and number of anchor packages. What is done well, and what errors call attention to themselves? Recording multiple newscasts on videotape for research and writing purposes is strongly recommended.

Term Paper 2, 10 points: In-Class Thursday, May 10

File:

Notes: Network/Cable News Magazines and Syndicated "Pseudo-News" Shows - How do prime time access or prime time television offerings use editing strategies to entice or retain viewership? "60 Minutes", "Dateline NBC", and "20/20" all have specific editing styles. For example, the latter two frequently use music as background for certain themed stories. Does this strategy have the potential to manipulate viewers in the same manner as a prime time drama? Syndicated "Pseudo-News" shows such as "Inside Edition", "Access Hollywood", and "Entertainment Tonight" use specific editing strategies to look like traditional newscasts. What are they? Are they effective? Students will critically analyze and compare/contrast two or more of the titles listed above, or similar programs with consent of the instructor. Recording multiple programs on videotape for research and writing purposes is strongly recommended. Composed in a Blue Book.

Lab Assignment 1 - Assemble Editing Project, 10 points

File:

Notes: Each student will take a number of cuts from a Source Videotape and edit them in a specified order, simultaneously transferring Audio 1, Audio 2, Video and Control Track to a Master Videotape.

Lab Assignment 2 - Insert Editing Project, 10 points

File:

Notes: Each student will take a number of cuts from a Source Videotape and edit them in a specified order, individually transferring Audio 1, Audio 2 and Video to a Master Videotape with Control Track.

Lab Assignment 3 - 30 Second Public Service Announcement, 10 points

File:

Notes: Lab groups will shoot and edit projects promoting a community or public service. Each lab group script will be turned in upon completion of the editing process. A rough storyboard will be constructed for each public service announcement.

Lab Assignment 4 - 60 Second Commercial, 10 points

File:

Notes: Lab groups will shoot and edit projects promoting a real product, service or company. Each lab group script will be turned in upon completion of the editing process. A rough storyboard will be constructed for each commercial.

Lab Assignment 5 - 90 Second News Story, 10 points

File:

Notes: Lab groups will shoot and edit projects concerning hard or feature university-based news. Each lab

script will be turned in upon completion of the editing process.

Individual Semester Lab Performance, 10 points

File:

Notes: Evaluation of the work habits of each student as a videographer, camera operator, writer, editor and production group member.

Attendance/Class Participation, 10 points

File:

Notes: Individual effort at forwarding trenchant analyses of course issues and assisting peers with constructive criticism of assignments.

Spring Semester 2001 Total, 100 points

File:

Session 1
Thursday - January 18, 2001

Topic:
Introduction to Course

Class Plan:
Discuss Prometheus interactive syllabus - distribute Course Password and Course ID. Elaborate on specific requirements, instructional framework for the semester and due dates for assignments.

Session 2
Tuesday - January 23, 2001

Topic:
Assessing Television News Reports - Part 1; Magale Library Course Bibliography

Class Plan:
How can the quality of edited television news reports be determined? Dissecting stories on a newscast shown in class will give students a better understanding of professional vs. mediocre videography, natural sound, script writing, and editing by phrases or complete sentences. Each student also turns in two books for extra credit dealing with Electronic News Gathering (technique, biography, history, etc.). The remainder of class time will be spent logging students on to Prometheus and discussing how it will be used as an instructional resource.

Session 3
Thursday - January 25, 2001

Topic:
Student News Reports, 1987-present

Class Plan:
Selected news stories produced in previous Electronic News Gathering and Advanced Electronic News Gathering courses will be shown to give students a feel for the type of work that is expected of them. Copies of previous news scripts will also be distributed for analysis and feedback.

Session 4
Tuesday - January 30, 2001

Topic:
ENG Script Writing; Video Editing Suite Primer

Class Plan:
Copies of selected scripts from previous Electronic News Gathering and Advanced Electronic News Gathering courses are distributed for evaluation and student feedback. Each script will be analyzed for identification of natural sound, voiceovers, sound bites, stand-ups, graphics, shot selections and camera movements. Students are also introduced to the Video Editing Suite, where cameras are checked out and lab assignments are completed.

Session 5
Thursday - February 01, 2001

Topic:
Videography - Shooting Raw Footage

Class Plan:
Introduction to the basics of field camera operation, including shot selection, framing, lighting, natural sound, movement (zooms/pans), indoor vs. outdoor videographic considerations.

Session 6
Tuesday - February 06, 2001

Topic:
Assemble Editing Project - Group 1; Videography - Groups 2 and 3

Class Plan:
Each student in Group 1 takes a number of cuts from a Source Videotape and edits them in a specified order, simultaneously transferring Audio 1, Audio 2, Video and Control Track to a Master Videotape. Students in Groups 2 and 3 will check out cameras to practice the basics of videography.

Session 7
Thursday - February 08, 2001

Topic:
Assemble Editing Project - Group 2; Videography - Groups 1 and 3

Class Plan:
Each student in Group 2 takes a number of cuts from a Source Videotape and edits them in a specified order, simultaneously transferring Audio 1, Audio 2, Video and Control Track to a Master Videotape. Students in Groups 1 and 3 will check out cameras to practice the basics of videography.

Session 8
Tuesday - February 13, 2001

Topic:
Assemble Editing Project - Group 3; Videography - Groups 1 and 2

Class Plan:
Each student in Group 3 takes a number of cuts from a Source Videotape and edits them in a specified order, simultaneously transferring Audio 1, Audio 2, Video and Control Track to a Master Videotape. Students in Groups 1 and 2 will check out cameras to practice the basics of videography.

Session 9
Thursday - February 15, 2001

Topic:
Proficiency Exam

Class Plan:
Hands-on demonstration of production proficiency concerning ENG equipment, operation and maintenance.

Session 10
Tuesday - February 20, 2001

Topic:
Assessing Television News Reports - Part 2

Class Plan:
Two recent 6:00 p.m. newscasts from the Shreveport market are shown in class. Discussion will focus on what students have learned regarding videography, natural sound, script writing, and editing by phrases or complete sentences. Is one newscast superior in its production of edited news packages? Why?

Session 11
Thursday - February 22, 2001

Topic:
Insert Editing Project - Group 1; Videography - Groups 2 and 3

Class Plan:
Each student in Group 1 takes a number of cuts from a Source Videotape and edits them in a specified order, individually transferring Audio 1, Audio 2 and Video to a Master Videotape with Control Track. Students in Groups 2 and 3 will check out cameras to shoot indoor and outdoor raw footage on campus.

Session 12
Tuesday - February 27, 2001

Topic:
Insert Editing Project - Group 2; Videography - Groups 1 and 3

Class Plan:
Each student in Group 2 takes a number of cuts from a Source Videotape and edits them in a specified order, individually transferring Audio 1, Audio 2 and Video to a Master Videotape with Control Track. Students in Groups 2 and 3 will check out cameras to shoot indoor and outdoor raw footage on campus.

Session 13
Thursday - March 01, 2001

Topic:
Insert Editing Project - Group 3; Videography - Groups 1 and 2

Class Plan:
Each student in Group 3 takes a number of cuts from a Source Videotape and edits them in a specified order, individually transferring Audio 1, Audio 2 and Video to a Master Videotape with Control Track. Students in Groups 1 and 2 will check out cameras to shoot indoor and outdoor raw footage on campus.

Session 14
Tuesday - March 06, 2001

Topic:
Analog vs. Digital Cameras, Linear vs. Nonlinear Video Editing; Term Paper 1 Preview

Class Plan:
Compare and contrast the differences of various videographic and editing formats. What are the advantages and disadvantages of such analog and digital video production systems? For historical perspective, students are encouraged to use the Prometheus Web link to the "Video Editing Museum", a photographic tour with descriptions of video recorders and editing equipment from the 1950s to present day. Also discuss progress on Term Paper 1 - Local Television News Edited Packages. Click on PROJECTS for additional information.

Session 15
Thursday - March 08, 2001

Topic:
Shot Composition, Sequencing and Lighting - Part 1

Class Plan:
Beginning lab group competence will be stressed in all aspects of videography through comprehensive raw footage analysis. How can the overall abilities of each student be improved?

Session 16
Tuesday - March 13, 2001

Topic:
Group Production Meetings

Class Plan:
Each lab group will discuss potential topics for edited public service announcements, commercials and news stories. What are the strengths and weaknesses of each concept? A preliminary storyboarding structure will be used to visualize lab group ideas. Properly logging all raw footage (shots, running times) in the Video Editing Suite will also be addressed.

Session 17
Thursday - March 15, 2001

Topic:
Term Paper 1

Class Plan:
Local Television News Edited Packages - Discussion, analysis and constructive criticism of each paper, turned in at the end of class.

Session 18
Tuesday - March 27, 2001

Topic:
Student PSAs and Commercials, 1987-present

Class Plan:
View selected PSAs and commercials from previous Electronic News Gathering courses. Attention will be paid to editing by phrases or complete sentences, writing styles, music selections, and effectiveness of voiceovers. PSA and commercial script copies will be distributed for evaluation and class discussion.

Session 19
Thursday - March 29, 2001

Topic:
Recording Voiceovers and Sound Tracks

Class Plan:
Video Editing Suite instruction concerning the writing and recording of voiceovers for public service announcements, commercials and news stories. Demonstrations will also include the transferring of music from compact discs to raw footage videotapes for public service announcements and commercials.

Session 20
Tuesday - April 03, 2001

Topic:
Preliminary Group PSA Scripts

Class Plan:
How does each lab group intend to structure its PSA? What is the community or public service to be promoted? Who has been designated as the announcer? Any determination as to how many shots will be used? Will footage be shot inside, outside, or both? A rough storyboard will also be constructed for each PSA.

Session 21
Thursday - April 05, 2001

Topic:
Shot Composition, Sequencing, and Lighting - Part 2

Class Plan:
Advanced lab group competence will be stressed in all aspects of videography through a second round of comprehensive raw footage analysis. How have the overall abilities of each student improved?

Session 22
Tuesday - April 10, 2001

Topic:
PSA Raw Footage, Music

Class Plan:
Video Editing Suite examination, evaluation and discussion of PSA footage, including what needs to be shot or re-shot. How does the music selected tie in with the overall mood, pacing and voiceover of each lab group PSA?

Session 23
Thursday - April 12, 2001

Topic:
Editing Group PSAs

Class Plan:
Lab groups will edit projects on a master videotape. Step 1 - Voiceover on Audio 1; Step 2 - Music Bed on Audio 2; Step 3 - Video, by using a shot log to quickly identify desired footage. Each lab group script will be handed in upon completion of the editing process.

NOTE: Some editing of public service announcements may be necessary outside regularly scheduled class times. The instructor will be available to work with lab groups at outside days and times to be announced.

Session 24
Tuesday - April 17, 2001

Topic:
Preliminary Group Commercial Scripts

Class Plan:
How does each lab group intend to structure its commercial? What is the product, service or company to be advertised? Who has been designated as the announcer? Any determination as to how many shots will be used? Will footage be shot inside, outside, or both? A rough storyboard will also be constructed for each commercial.

Session 25
Thursday - April 19, 2001

Topic:
Commercial Raw Footage, Music

Class Plan:
Video Editing Suite examination, evaluation and discussion of commercial footage, including what needs to be shot or re-shot. How does the music selected tie in with the overall mood, pacing and voiceover of each lab group commercial?

Session 26
Tuesday - April 24, 2001

Topic:
Editing Group Commercials

Class Plan:
Lab groups will edit projects on a master videotape. Step 1 - Voiceover on Audio 1; Step 2 - Music Bed on Audio 2; Step 3 - Video, by using a shot log to quickly identify desired footage. Each lab group script will be handed in upon completion of the editing process.

NOTE: Some editing of commercials may be necessary outside regularly scheduled class times. The instructor will be available to work with lab groups at outside days and times to be announced.

Session 27
Thursday - April 26, 2001

Topic:
Preliminary News Story Structure

Class Plan:
How does each lab group intend to structure its news story? Is it hard or feature in nature? Who has been designated as the on-camera reporter? Any determination as to how many interviews will be needed for potential sound bites? Will they be recorded inside or outside? What is the visual metaphor for the stand-up? How will voiceovers and natural sound be integrated among the sound bites and stand-up?

Session 28
Tuesday - May 01, 2001

Topic:
News Story Raw Footage, Natural Sound; Term Paper 2 Preview

Class Plan:
Video Editing Suite examination, evaluation and discussion of news footage, including what needs to be shot or re-shot. Also discuss progress on Term Paper 2 - Network/Cable News Magazines and Syndicated "Pseudo-News" Shows. Click on PROJECTS for additional information.

Session 29
Thursday - May 03, 2001

Topic:
Editing Group News Stories - Day 1

Class Plan:
Lab groups will edit projects on a master videotape. Steps will vary depending upon editing preferences, but include: Voiceovers on Audio 1; Sound Bites on Video/Audio 2; Stand-Up on Video/Audio 2, and Footage with Natural Sound on Video/Audio 2. A shot log will be utilized to quickly identify desired footage. Each lab group script will be handed in upon completion of the editing process.

NOTE: Some editing of news stories may be necessary outside regularly scheduled class times. The instructor will be available to work with lab groups at outside days and times to be announced.

Session 30
Tuesday - May 08, 2001

Topic:
Editing Group News Stories - Day 2

Class Plan:
Lab groups will edit projects on a master videotape. Steps will vary depending upon editing preferences, but include: Voiceovers on Audio 1; Sound Bites on Video/Audio 2; Stand-Up on Video/Audio 2; and Footage with Natural Sound on Video/Audio 2. A shot log will be utilized to quickly identify desired footage. Each lab group script will be handed in upon completion of the editing process.

NOTE: Some editing of news stories may be necessary outside regularly scheduled class times. The instructor will be available to work with lab groups at outside days and times to be announced.

Session 31
Thursday - May 10, 2001

Topic:
Term Paper 2; Editing Group News Stories - Final Exam Week

Class Plan:
Network/Cable News Magazines and Syndicated "Pseudo-News" Shows - Composed during class using a Blue Book. Final day of class.

NOTE: Some editing of news stories may be necessary during Final Exam Week. The instructor will be available to work with lab groups at outside days and times to be announced.

EDIT SYLLABUS EDIT READINGS

Broadcast Journalism 3103: Broadcast News Writing (Spring Semester 2001)

General Course Information:
BJ 3103.1-S '01 Broadcast News Writing
Section 1/ID 3455, MWF 12:10-1:00 p.m.
Overstreet Hall, Room 220

Instructor Data:
James E. Reppert
Assistant Professor of Mass Communication, Director of Broadcast Journalism
Office Address: Department of Theatre and Mass Communication, Southern Arkansas University, P.O. Box 9229, Magnolia, AR 71754-9229
Telephone Number: (870) 235-4258
Fax Number: (870) 235-5005
Home Telephone Number: (870) 234-8633
Email: jereppert@saumag.edu
Office Hours: MTWRF 10:00-11:00 a.m. and 3:00-6:00 p.m. Some office hours, including weeknights and weekends, are in Overstreet 121/232 (video editing suites), Overstreet 220 (audio studios) or Business 110 (television studio).

Reading Materials:
Required

- James Redmond/Frederick Shook/Dan Lattimore, The Broadcast News Process (6th edition), Morton [ISBN 0-89582-549-X]. Current SAU Bookstore prices: $26.75 used; $34.95 new.

Web Related

- Assignment Editor - One of the most extensive newsgathering sites on the Internet.
- Associated Press - U.S., world, business, sports, science, technology, arts and weather updates from the world's oldest and largest news organization.
- Editor & Publisher - Media links to numerous American and international newspapers, magazines and radio/television stations.
- International Radio & Television Society - Organization for professionals, college students and faculty interested in broadcasting and cable management, sales or production.
- Poynter.org - Its Patterson Library Resource Center includes resource files, bibliographies and links for professional and student journalists.
- Project for Excellence in Journalism - An initiative by journalists concerned about the standards of the news media.
- SAU Magazine - Audio Webcast of SAU student-produced news program that airs on radio stations in Arkansas, Louisiana, Texas, Oklahoma and Mississippi.
- The Freedom Forum - Analyzes issues impacting a free press, current events, modern journalism and the First Amendment.
- The SAU Report - Video Webcast of SAU student-produced interview program that is available to more than 50,000 cable television households in southwest Arkansas and northeast Texas.
- World NewsWire - Comprehensive indexes include BBC News, Nando International, Newsday and Reuters.

Mission Statement:
This course will provide information and assignments that are in concert with the mission of Southern Arkansas University. The University believes its mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission it will support selected research. Further, the University believes in the worth of the individual and that it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society.

Prerequisites:

Print Journalism 2003/Basic News Writing

Catalog Description:
Writing assignments include leads, hard news, features, spot news, investigative reports, and editorials. Also stressed are news sources, accuracy, ethics, and broadcast law.

Purpose/Objective:
Those seriously interested in Broadcast Journalism as a career must consider the importance of accurate, well-written news in a field stressing immediacy and intense competition. Realizing that practice hones consistency in professional reporting skills, many assignments similar to what students will face in the job market are emphasized. Students leave the course with a better grasp as to what is news, in addition to reporting facts in a tight, conversational writing style.

Grading Criteria:
There are a total of 500 points that can be earned from this course. Semester grades will be determined in the following manner: 450-500/A; 400-449/B; 350-399/C; 300-349/D; and 0-299/F.

Major Student Assignments/Click on PROJECTS:
Responsibilities include various reporting and writing tasks. Thirty-five writing assignments; producing and hosting "The SAU Report"; writing and recording assignments for "SAU Magazine"; attendance/class participation. Unless otherwise noted, each writing or scripting exercise is typed, double-spaced, with all capital letters on 65-space lines. Broadcast Journalism is a deadline-oriented profession. As a result, the instructor reserves the right to refuse late assignments.

Topics to be Emphasized:
Lead sentences - 3 hours
Active voice - 3 hours
News selection and elements of news - 3 hours
Reporting on a deadline - 3 hours
Source attribution - 3 hours
Editing, freshening, updating news copy - 3 hours
Hard and feature news - 3 hours
Editorials and press releases - 3 hours
Sports, weather, commercial copy - 3 hours
Web research - 3 hours
Writing for interactive media - 3 hours
Law and ethics of broadcast news reporting - 3 hours
In-class writing assignments - 12 hours

Total instruction - 48 hours

Teaching Strategies:
Lecture
Lecture/discussion
Use of audio-visuals
Demonstration
Resource persons
Student participation
Videotapes
Audiocassettes

Student Assessment/Evaluation:
Demonstration
Critiques
Projects

Instructor Comments:
There is no magic formula for academic success in this or any college course. Intellectual curiosity matters. Not being satisfied with mediocrity means taking additional time to rewrite or analytically hone assignments. However, that is only the beginning. Expanding one's knowledge of subject matter in any field is a lifelong process. Such dynamism can be enhanced through extensive use of SAU interactive course syllabi. Limitless research possibilities allow each student to pursue his or her academic potential. This type of work ethic is more conducive to long-term professional achievement.

Class Attendance:
Regular and punctual class attendance is expected from each student. If a student is absent from a class

more than the equivalent of one week of instruction, these absences will be reported to the dean of students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of WF (withdrawal with failure) will be given for the course.

Excused Absences of Students:
Students are required to notify the instructor of any absences they have for due cause. A student is responsible for notifying the instructor as soon as possible when the reason for the absence is known in advance. A student forfeits the right to make-up credit for failing to meet this requirement, though the instructor may, for good cause, choose to allow for make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

Academic Integrity Policy:
Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is assigned a failing grade in a course or a failing grade on a graded item and documentation is filed with the Office of the Vice President for Student Affairs.

Disability Support Services:
It is the policy of Southern Arkansas University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, located in Nelson Hall, room 203, telephone number (870) 235-4145.

Magale Library Course Bibliography:
Edward Bliss/James Hoyt
Writing News for Broadcast
Columbia University Press
[PN 4784 .B75 B55 1994]

Les Brown
The New York Times Encyclopedia of Television
Times Books
[PN 1992.18 .B7 1977]

Mervin Block
Writing Broadcast News
Bonus Books
[PN 4784 .B75 B56 1997]

Mitchell Charnley
Reporting
Holt, Rinehart and Winston
[PN 4781 C4.3 1966]

Michelle Coe
How to Write for Television
Crown Publishers
[PN 1992 .7 .C58 1980]

Robert Edmonds
Scriptwriting for the Audio-Visual Media
Teachers College Press
[PN 1991 .7 .E3]

I. E. Fang
Television News

[PN 4784 T4 F3]

Louis Gelfand/Harry Heath
Modern Sportswriting
The Iowa State University Press
[PN 4784 S6 G4]

Robert Greene
Television Writing: Theory and Technique
Harper & Brothers
[PN 1992 .7 G7]

Robert Hilliard
Radio Broadcasting
Hastings House
[PN 1991 H5]

Robert Hilliard
Writing for Television and Radio
Hastings House
[PN 1992 .7 H5 1967]

John Hohenberg
Foreign Correspondence: The Great Reporters and Their Times
Syracuse University Press
[PN 4784 .F6 H6 1995]

Matthew Kerbel
If It Bleeds, It Leads
Westview Press
[PN 4784 .T4 K47 2000]

Ken Lindner
Broadcasting Realities
Bonus Books
[PN 4784 .B75 L56 1999]

John Merrill
Global Journalism
Longman
[PN 4775 .G56 1983]

Eric Norberg
Radio Programming: Tactics and Strategy
Focal Press
[PN 1991.55 .N67 1996]

Marvin Olasky
Central Ideas in the Development of American Journalism: A Narrative History
Lawrence Erlbaum Associates
[PN 4801 .O4 1991]

Edward Roberts
Television Writing and Selling
The Riverside Press
[PN 1992 .7 R6]

Harry Skornia
Television and the News: A Critical Appraisal
Pacific Books
[PN 4784 T4 S5.5]

M. L. Stein
Your Career in Journalism
Julian Messner
[PN 4797 .S68 1978]

John Ullmann/Jan Colbert
The Reporter's Handbook: An Investigator's Guide to Documents and Techniques
St. Martin's Press
[PN 4781 .R38 1990]

Ann Utterback
Broadcast Voice Handbook
Bonus Books
[PN 1991.8 .A6 U87 1995]

Ann Utterback
Broadcaster's Survival Guide
Bonus Books
[PN 4784 .B75 U88 1997]

James Whipple
How to Write for Radio
McGraw-Hill
[PN 1992 W4.7]

William Wood
Electronic Journalism
Columbia University Press
[PN 4784 T4 W6]

PROJECTS CREATE PROJECT EDIT PROJECT DELETE PROJECT ORDER PROJECTS

Projects

View the list of projects below.

Assignments 1-35/Radio and Television News Stories, 10 points each/350 total

File:

Notes: Text, laboratory and outside writing/reporting assignments. The instructor and classmates will deliver oral critiques of all projects, with the former also preparing written evaluations.

Writing and Recording "SAU Magazine", 50 points

File:

Notes: Produce weekly assignments on MiniDisc in Studio B for regional distribution to radio stations in five states. These include news, an SAU profile, sports, commentary, an SAU Police Log, job information from the Employment Resource Center, University entertainment news and the following week's SAU calendar. Twelve programs will be produced during the semester.

Producing and Hosting "The SAU Report", 50 points

File:

Notes: Responsible for booking guests, researching topics, formulating questions, and serving as crew members in the television studio for a program available to tens of thousands of cable viewers in two states.

Attendance/Class Participation, 50 points

File:

Notes: Individual effort at forwarding trenchant analyses of course issues and assisting peers with constructive criticism of assignments.

Spring Semester 2001 Total, 500 points

File:

Session 1
Wednesday - January 17, 2001

Topic:
Introduction to Course

Class Plan:
Discuss Prometheus interactive syllabus - distribute Course Password and Course ID. Elaborate on specific requirements, instructional framework for the semester and due dates for assignments.

Session 2
Friday - January 19, 2001

Topic:
"SAU Magazine" Script Preparation; Magale Library Course Bibliography

Class Plan:
Distribute copies of previous writing assignments for use as benchmarks to prepare Spring 2001 programs. Listen to a Fall 2000 edition of "SAU Magazine" on MiniDisc. Determine student pairings for Wednesday recording sessions. Each student turns in two books for extra credit dealing with Broadcast News Writing (technique, biography, history, etc.). The remainder of class time will be spent logging students on to Prometheus and discussing how it will be used as an instructional resource.

Session 3
Monday - January 22, 2001

Topic:
Assignment 1; "The SAU Report" Host Pairings

Class Plan:
Each student will read aloud his or her definition of news as part of a class discussion concerning news values. The writing format will take the form of radio broadcast copy, typed, double-spaced, active voice, roughly 16 lines in length (60 seconds). Also determine television host pairings for Friday recording sessions.

Session 4
Wednesday - January 24, 2001

Topic:
Assignment 2

Class Plan:
Read Chapter 1, Writing for Electronic Media. Pay particular attention to the "Electronic Media Style Guidelines" on pages 2-3. Some exercises in the chapter will be discussed in class on a non-graded basis.

Assignment 2 - #2 only from Exercise 1-A: Style on pages 21-22; all of Exercise 1-B: Writing on pages 23-24. Responses are typed, double-spaced, in all capital letters. Do not make any notations in textbooks if planning on requesting refunds from the SAU Bookstore at the end of the semester.

Session 5
Friday - January 26, 2001

Topic:
Assignment 3

Class Plan:
All Critical Thinking Questions on pages 33-34. Class discussion will focus on related issues pertaining to each question.

Session 6
Monday - January 29, 2001

Topic:
Assignment 4

Class Plan:
All Self-Review Questions on pages 35-36. Class discussion will focus on related issues pertaining to each question.

Session 7
Wednesday - January 31, 2001

Topic:
Assignment 5

Class Plan:
Prepare a 60 second story for broadcast (typed, double-spaced, all capital letters) from an SAU press release handed out during the previous class session. Do NOT be satisfied with a first draft, as copy should be rewritten, then tweaked again if necessary, to ensure active voice, conversationality and ease of readability.

Session 8
Friday - February 02, 2001

Topic:
Assignment 6

Class Plan:
Read Chapter 2, Writing to the Medium. Pay particular attention to the differences in radio and television script writing techniques and formatting on pages 44-61.

Assignment 6 - All Critical Thinking Questions on pages 75-76. Class discussion will focus on related issues pertaining to each question.

Session 9
Monday - February 05, 2001

Topic:
Assignment 7

Class Plan:
All Self-Review Questions on pages 77-78. Class discussion will focus on related issues pertaining to each question.

Session 10
Wednesday - February 07, 2001

Topic:
Assignment 8

Class Plan:
Read Chapter 3, Writing the News Story. Pay particular attention to sections describing news leads on pages 82-85.

Assignment 8 - All of Exercise 3-A: Leads on pages 91-92; #1 and #2 only from Exercise 3-B: Writing on page 93; and #3 and #4 only from Exercise 3-C: Writing Exercises on page 96. Clearly label each assignment completed by exercise and number.

Session 11
Friday - February 09, 2001

Topic:
Assignment 9

Class Plan:
Review Chapter 3 sections concerning news elements and its corollary aspects on pages 79-82.

Assignment 9 - All Critical Thinking Questions on pages 97-98. Class discussion will focus on related issues pertaining to each question.

Session 12
Monday - February 12, 2001

Topic:
Assignment 10

Class Plan:
All Self-Review Questions on pages 99-100. Class discussion will focus on related issues pertaining to each question. Lab pairings finalize reporting assignments for the first "SAU Magazine" radio program of the semester.

Session 13
Wednesday - February 14, 2001

Topic:
"SAU Magazine" - Program 1

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 14
Friday - February 16, 2001

Topic:
Assignment 11; "The SAU Report" - Program 1

Class Plan:
Read Chapter 4, News Selection. Pay particular attention to "News Judgment" on page 103 and "Reference Sources" on page 110.

Assignment 11 - All of Exercise 4-A: Selecting the News on pages 111-114, and all of Exercise 4-B: Prioritizing the News on pages 115-119.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 15
Monday - February 19, 2001

Topic:
Assignment 12

Class Plan:
All Critical Thinking Questions on pages 123-124 and all Self-Review Questions on pages 125-126. Class discussion will focus on related issues pertaining to each question.

Session 16
Wednesday - February 21, 2001

Topic:
"SAU Magazine" - Program 2

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 17
Friday - February 23, 2001

Topic:
Assignment 13; "The SAU Report" - Program 2

Class Plan:
Read Chapter 5, Features. Pay particular attention to "The Feature Story" on page 128 and "Feature Writing Hints" on page 137.

Assignment 13 - #1 only from Assignment 5-A: Writing Feature Stories on page 139; and all of Assignment 5-C: Feature Writing on pages 143-147.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 18
Monday - February 26, 2001

Topic:
Assignment 14

Class Plan:
All Critical Thinking Questions on pages 149-150 and all Self-Review Questions on pages 151-152. Class discussion will focus on related issues pertaining to each question.

Session 19
Wednesday - February 28, 2001

Topic:
"SAU Magazine" - Program 3

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 20
Friday - March 02, 2001

Topic:
Assignment 15; "The SAU Report" - Program 3

Class Plan:
Read Chapter 6, Electronic Media News Organizations. Pay particular attention to organizational charts of broadcast stations and news departments on pages 155-156.

Assignment 15 - #1 only from Assignment 6-A on page 165, written as a 60 second broadcast news story.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 21
Monday - March 05, 2001

Topic:
Assignment 16

Class Plan:
List five program topics (including prospective guests) for editions of "The SAU Report" to be recorded after Spring Break. Class discussion will focus on significance of topics and brainstorming potential questions for guests.

Session 22
Wednesday - March 07, 2001

Topic:
"SAU Magazine" - Program 4

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 23
Friday - March 09, 2001

Topic:
Assignment 17; "The SAU Report" - Program 4

Class Plan:
Read Chapter 7, Interviews and Soundbites. Pay particular attention to "Soundbites Defined" on page 171 and "Keys to Interviewing Success" on pages 175-176.

Assignment 17 - News Retention. Each student will list and describe three recent television news stories, local or national, featuring interviews and/or sound bites. What made each story memorable?

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 24
Monday - March 12, 2001

Topic:
Assignment 18

Class Plan:
Some students who live in SAU residence halls have indicated serious problems with cleanliness of the facilities. Incidents of head lice, crabs and other unsanitary conditions have been reported. Write a 30 second story about the situation, interviewing students and university officials in order to document or disprove such allegations.

Session 25
Wednesday - March 14, 2001

Topic:
"SAU Magazine" - Program 5

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 26
Friday - March 16, 2001

Topic:
Assignments 19, 20; "The SAU Report" - Program 5

Class Plan:
Read Chapter 8, Editing and Rewriting Electronic News. Pay particular attention to "Editing Wire Copy" on page 195 and "Localizing Wire Copy" on pages 195-196.

Assignment 19 - From background information provided in class and in last week's issue of "The Bray", write a 30 second story concerning this week's Miss SAU 2001 Pageant.

Assignment 20 - Write a 60 second commentary dealing with constructive criticism and an overall assessment concerning this week's Miss SAU 2001 Pageant.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 27
Monday - March 26, 2001

Topic:
Assignment 21

Class Plan:
Read Chapter 9, TV News: Newscast Story Production and Video Editing. Pay particular attention to "Newscast Story Production" on pages 210-214 and photographs of video editing systems on pages 218-219.

Assignment 21 - Write a 30 second story about Spring Break, either hard or feature oriented, using information obtained from a Prometheus news Web site. The split page television script format will be utilized (all capital letters, triple-spaced copy).

Session 28
Wednesday - March 28, 2001

Topic:
"SAU Magazine" - Program 6

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 29
Friday - March 30, 2001

Topic:
Assignment 22; "The SAU Report" - Program 6

Class Plan:
Read Chapter 10, Live Field Reporting and Editing. Pay particular attention to "Ways to Improve Live Reporting Skills" on page 243 and "How to Control the Live Interview" on page 245.

Assignment 22 - Write a 30 second hard or feature story concerning any aspect of this week's Academy Awards ceremony in Hollywood. Various Web sites may be used for reporting purposes, including that of the Academy of Motion Picture Arts and Sciences (oscar.com).

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 30
Monday - April 02, 2001

Topic:
Assignment 23

Class Plan:
Read Chapter 11, Producing Across Electronic Technologies. Pay particular attention to "Preparing the Radio Newscast" on pages 258-261 and "Components of the Television Newscast" on pages 263-265.

Assignment 23 - Students will use Prometheus to access the Associated Press Web site, then write a 30 second story highlighting a national hard news topic of their choice.

Session 31
Wednesday - April 04, 2001

Topic:
"SAU Magazine" - Program 7

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 32
Friday - April 06, 2001

Topic:
Assignment 24; "The SAU Report" - Program 7

Class Plan:
Students will use Prometheus to access the World NewsWire Web site, then write a 30 second story highlighting an international hard news topic of their choice.

This week's host pairing produces, records and critiques an interview assignment in the television studio.

Session 33
Monday - April 09, 2001

Topic:
Assignment 25

Class Plan:
Read Chapter 12, Research, Ratings and Promotion. Pay particular attention to "News Consultants" on page 328 and promotion sections on pages 330-333.

Assignment 25 - Write a 30 second feature story on any athlete or activity concerning the Masters golf tournament, which concluded yesterday in Augusta, Georgia.

Session 34
Wednesday - April 11, 2001

Topic:
"SAU Magazine" - Program 8

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 35
Friday - April 13, 2001

Topic:
Assignment 26, "The SAU Report" - Program 8

Class Plan:
Read Chapter 13, Legal Considerations. Pay particular consideration to libel sections on pages 354-358, Internet sections on pages 364-366, and "Sample Guidelines" on page 367.

Assignment 26 - Describe a recent hard or feature news story, from a traditional or tabloid media venue, that skirted the bounds of ethics in its reportage.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 36
Monday - April 16, 2001

Topic:
Assignment 27

Class Plan:
Credit allocated in advance for this week's "SAU Magazine" reporting and writing assignments - Gathering data and related production materials for the April 18 edition of the program.

Session 37
Wednesday - April 18, 2001

Topic:
"SAU Magazine" - Program 9

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 38
Friday - April 20, 2001

Topic:
Assignment 28, "The SAU Report" - Program 9

Class Plan:
Read Chapter 14, Ethics and Professionalism. Pay particular attention to "Your Personal Journalism Ethics" on page 380 and "Typical Policy Guidelines" on page 387.

Assignment 28 - Write a 30 second feature story focusing on activities, personalities or special events at this year's SAU Spring Fling.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 39
Monday - April 23, 2001

Topic:
Assignment 29

Class Plan:
Credit allocated in advance for this week's "SAU Magazine" reporting and writing assignments - Gathering data and related production materials for the April 25 edition of the program.

Session 40
Wednesday - April 25, 2001

Topic:
"SAU Magazine" - Program 10

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 41
Friday - April 27, 2001

Topic:
Assignment 30; "The SAU Report" - Program 10

Class Plan:
Read Appendix A, Web Sites for Electronic Journalists. Submit a list of 20 Web sites (neither from the textbook nor Prometheus) of value in news writing, reporting, or general broadcast research.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 42
Monday - April 30, 2001

Topic:
Assignment 31

Class Plan:
Read Appendix B, Code of Ethics and Professional Conduct of the Radio Television News Directors Association. Each student will define his or her code of ethics as a journalist, written in the format of a 60 second broadcast news story.

Session 43
Wednesday - May 02, 2001

Topic:
"SAU Magazine" - Program 11

Class Plan:
Edit, record and critique reporting assignments (in pairs) in Studio B.

Session 44
Friday - May 04, 2001

Topic:
Assignment 32; "The SAU Report" - Program 11

Class Plan:
Examine the future of broadcast news writing. Will market forces or technological innovations change how news is currently reported for radio, television, or the Internet? Would there be a subsequent positive or negative impact upon reportage in terms of leads, story length, substance vs. sensationalism, hard vs. soft, or quality of writing? This will be written in the format of a 60 second broadcast news story.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio.

Session 45
Monday - May 07, 2001

Topic:
Assignment 33

Class Plan:
Each student will provide a Top 10 list explaining why he or she is marketable as a broadcast journalist. Items could include SAU student-produced radio and television programs, internships, academic achievements (Dean's List or cumulative grade-point average), public service activities, or additional media-related experiences.

Session 46
Wednesday - May 09, 2001

Topic:
"SAU Magazine" - Program 12

Class Plan:
Edit, record and critique recording assignments (in pairs) in Studio B

Session 47
Friday - May 11, 2001

Topic:
Assignments 34, 35; "The SAU Report" - Program 12

Class Plan:
Each student will prepare a cover letter (Assignment 34) highlighting marketable skills, and a 1-2 page resume (Assignment 35) detailing academic coursework, internships, and related professional experiences.

This week's host pairing produces, records and critiques an interview assignment in the Television Studio. Final day of class.

EDIT SYLLABUS EDIT READINGS

Broadcast Journalism 4903: Senior Research Project (Spring Semester 2001)

General Course Information:
BJ 4903.1-S '01 Senior Research Project
Section 1/ID 3093, Meeting Days and Times To Be Announced
Overstreet Hall, Room 231

Instructor Data:
James E. Reppert
Assistant Professor of Mass Communication, Director of Broadcast Journalism
Office Address: Department of Theatre and Mass Communication, Southern Arkansas University, P O Box 9229, Magnolia, AR 71754-9229
Telephone Number: (870) 235-4258
Fax Number: (870) 235-5005
Home Telephone Number: (870) 234-8633
Email: jereppert@saumag.edu
Office Hours: MTWRF 10:00-11:00 a.m. and 3:00-6:00 p.m. Some office hours, including weeknights and weekends, are in Overstreet 121/232 (video editing suites), Overstreet 220 (audio studios) or Business 110 (television studio).

Reading Materials:

Required

- Jean Ward/Kathleen Hansen, Search Strategies in Mass Communication (3rd edition), Longman [ISBN 0-8013-1755-X]. Current SAU Bookstore prices: $45.25 used; $59.50 new.

Web Related

- Broadcasting & Cable - Publication featuring broadcast and new media articles that can be utilized for research purposes.
- CNET.com - The latest news and information on computers, technology, hardware and software.
- Federal Communications Commission - Provides numerous links to its regulation of the telecommunications industry.
- International Radio & Television Society - Organization for professionals, college students and faculty interested in broadcasting and cable management, sales or production.
- Library of Congress - Virtual exhibits, publications, Congressional and online catalogs.
- Magale Library - Various on-campus databases available for research purposes.
- Mass Communication Locator - Various links to professional media organizations and mass communication topics.
- Modern Language Association - MLA Style guidelines for preparing scholarly manuscripts and student research papers.
- Term Paper Tutorial - Virginia Tech presents a systematic approach for researching and writing term papers.
- The Freedom Forum - Analyzes issues impacting a free press, current events, modern journalism and the First Amendment.

Mission Statement:
This course will provide information and assignments that are in concert with the mission of Southern Arkansas University. The University believes its mission is to educate students for productive and fulfilling lives by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. It recognizes that to accomplish its mission it will support selected research. Further, the University believes in the worth of the individual and that it has a responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society.

Prerequisites:
Senior standing and 30 hours of Broadcast Journalism emphasis requirements.

Catalog Description:

A major research paper in the student's area of expertise, which adds a significant knowledge to the discipline. Must also defend the paper orally.

Purpose/Objective:
Students write and orally defend a major research paper that combines quantitative and qualitative research skills in an area of Broadcast Journalism or Mass Communication that ties in with their career goals.

Grading Criteria:
There are a total of 100 points that can be earned from this course. Semester grades will be determined in the following manner: 90-100/A; 80-89/B; 70-79/C; 60-69/D; and 0-59/F.

Major Student Assignments/Click on PROJECTS:
Responsibilities include various research and writing tasks. Term paper on a major Broadcast Journalism or Mass Communication theme consisting of four chapters, with progress reports at regular intervals, concluding with an oral defense of the completed project. Each term paper chapter is five pages in length, typed, double-spaced, with a separate reference page. Broadcast Journalism is a deadline-oriented profession. As a result, the instructor reserves the right to refuse late assignments.

Topics to be Emphasized:
Topic selection and significance - 8 hours
Work with advisor on format and research - 8 hours
Execution of term paper in four chapters - 20 hours
Critiques of writing and research methods - 8 hours
Preparation and delivery of oral defense - 4 hours

Total instruction - 48 hours

Teaching Strategies:
Resource persons
Student participation

Student Assessment/Evaluation:
Term papers
Projects

Instructor Comments:
There is no magic formula for academic success in this or any college course. Intellectual curiosity matters. Not being satisfied with mediocrity means taking additional time to rewrite or analytically hone assignments. However, that is only the beginning. Expanding one's knowledge of subject matter in any field is a lifelong process. Such dynamism can be enhanced through extensive use of SAU interactive course syllabi. Limitless research possibilities allow each student to pursue his or her academic potential. This type of work ethic is more conducive to long-term professional achievement.

Class Attendance:
Regular and punctual class attendance is expected from each student. If a student is absent from a class more than the equivalent of one week of instruction, those absences will be reported to the dean of students. The dean will then send the student a notice of pending action. The student is advised to contact the instructor as soon as this notice has been received. Ten calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session, a student may be dropped from the class for excessive unexcused absences at the request of the instructor. If this occurs, a grade of WF (withdrawal with failure) will be given for the course.

Excused Absences of Students:
Students are required to notify the instructor of any absences they have for due cause. A student is responsible for notifying the instructor as soon as possible when the reason for the absence is known in advance. A student forfeits the right to make-up credit for failing to meet this requirement, though the instructor may, for good cause, choose to allow for make-up credit. Notification by administrative or instructional staff of a student's absence, either before or after the absence, does not relieve the student of the responsibility for personal notification.

Academic Integrity Policy:
Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is

assigned a failing grade in a course or a failing grade on a graded item and documentation is filed with the Office of the Vice President for Student Affairs.

Disability Support Services:
It is the policy of Southern Arkansas University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disability Support Services, located in Nelson Hall, room 203, telephone number (870) 235-4145.

PROJECTS | CREATE PROJECT | EDIT PROJECT | DELETE PROJECT | ORDER PROJECTS

Projects

View the list of projects below.

Term Paper/Chapter 1, 20 points: Due Wednesday, February 7

File:

Notes: Five pages in length, typed, double-spaced, with a separate reference page.

Term Paper/Chapter 2, 20 points: Due Wednesday, March 7

File:

Notes: Five pages in length, typed, double-spaced, with a separate reference page.

Term Paper/Chapter 3, 20 points: Due Wednesday, April 11

File:

Notes: Five pages in length, typed, double-spaced, with a separate refence age.

Term Paper/Chapter 4, 20 points: Due Wednesday, May 9

File:

Notes: Five pages in length, typed, double-spaced, with a separate reference page.

Oral Defense of Completed Project, 20 points: Taken Friday, May 11

File:

Notes: Ability to support writing and research findings in an articulate, coherent and persuasive manner.

Spring Semester 2001 Total, 100 points

File:

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